

# **REPORT ON THE DRAFT REPORT OF THE JOINT COMMITTEE TO DEVELOP A MASTER PLAN FOR EDUCATION – KINDERGARTEN THROUGH UNIVERSITY**

## **Summary**

This agenda item summarizes the May 2002 draft of the Master Plan for Education submitted by the Joint Committee to Develop a Master Plan for Education – Kindergarten through University. This agenda item summarizes the Committee's key governance and teacher preparation and certification recommendations. Attached is EdSource's summary of all of the Committee's recommendations.

## **Background**

The Committee is charged with developing a new master plan for California's next generation of students. The new Master Plan will build on California's existing Master Plan for Higher Education, expand to include K-12 education and the many interfaces between K-12 and postsecondary education. The Committee addressed a broad range of issues - teaching and learning, enrollment, funding and governance - across all systems of education.

The Committee created seven working groups of practitioners, researchers, and other stakeholders within and outside of education to develop specific recommendations for the Committee's consideration. The Committee issued a draft in May 2002 and plans to approve a final Master Plan in August 2002.

## **Recommendations**

The Committee made more than 100 recommendations impacting all aspects of public education in California in the draft Master Plan. This paper summarizes the recommendations on governance and teacher preparation and certification.

## **Key Governance Recommendations**

- The Governor should be accountable for all state-level K-12 education agencies. The Commission on Teacher Credentialing is already part of the Executive Branch and accountable to the Governor.
- The Governor should appoint a Chief Education Officer who would establish learning expectations, provide an accountability system, apportion resources, and serve as the director of the Department of Education. This recommendation was controversial; a minority disagreed and promoted the current governance structure.
- The Superintendent of Public Instruction should remain an elected position and serve as a State inspector general for public education.

- The executive director and staff of the State Board of Education should be eliminated.
- The State Board of Education members should be drawn from and represent distinct geographical regions and only make policy.
- An independent agency should collect K-16 data, including cross-segmental and cross-level data.

### **Key teacher Preparation and Certification Recommendations**

*The State should require that every teacher is adequately prepared before assuming responsibility for a classroom of students.*

- The State should immediately require teachers serving on emergency permits enter a pre-internship program and be supported to complete teacher preparation as soon as is feasible.
- The State should increase the capacity of California's postsecondary education systems to prepare larger numbers of qualified educators for public schools and preschools. Capacity should be increased where there are large numbers of teachers serving on emergency permits, where projected shortages of teachers are greatest, and from among non-White racial and ethnic groups.
- The State should adopt more rigorous education requirements and certification standards for all individuals who teach young children in center-based settings or who supervise others who care for young children. Although the Committee did not mention the Commission, the Commission issues credentials for service in state licensed, publicly funded, center-based child care and development programs.

*The State should focus more resources and attention on hard-to-staff schools.*

- The State should provide additional resources to attract and retain the finest educators for schools with high concentrations of students living in poverty.
- The State should require teacher preparation, teacher induction and ongoing professional development programs and activities to focus on teaching children with diverse needs, races, nationalities, and languages; on teaching children who bring particular challenges to the learning process; and on teaching in urban settings.
- The State should provide short-term grant funding to create additional professional development schools that partner with institutions of postsecondary education and low-performing schools.

*The State should establish a career ladder that rewards exceptional teachers for staying in the classroom.*

- The State should provide incentive funding to school districts to create career ladders that reward teachers for demonstrated knowledge, expertise, and effective practice.
- The State should promote recognition that becoming and remaining a qualified and effective teacher is, as with mastery of any profession, a long-term, developmental process.

#### *Miscellaneous*

- The State should empower and encourage school boards to include teaching excellence, as determined through districts' employee performance evaluations, as a significant factor in decisions that affect compensation.
- School districts should provide more resources, such as additional staff and professional development, to principals in low-performing schools.
- School districts should increase salaries for administrators serving in low-performing schools.

#### **Public Participation**

The Committee established several ways for the public to participate. The Committee will hold public hearings in May and June 2002. The public may also electronically log, fax, or mail their testimony, or participate in a two week long online dialogue.